**Text Complexity: Qualitative Measures Rubric**

**INFORMATIONAL TEXTS**

Text Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Text Author\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
|  | **Exceedingly Complex** | **Very Complex** | **Moderately Complex** | **Slightly Complex** |
| **PURPOSE** | * **Purpose:** Subtle, implied, difficult to determine; intricate, theoretical elements | * **Purpose:** Implied, but fairly easy to infer; more theoretical than concrete | * **Purpose:** Implied, but easy to identify based upon context or source | * **Purpose:** Explicitly stated; clear, concrete with a narrow focus |
| **TEXT STRUCTURE** | * **Organization of Main Ideas:** Connections between an extensive range of ideas or events are deep, intricate and often implicit or subtle; organization of the text is intricate or specialized for a particular discipline * **Text Features**: If used, are essential in understanding content * **Use of Graphics:** If used, extensive, intricate, essential integrated graphics, tables, charts, etc., necessary to make meaning of text; also may provide information not otherwise conveyed in the text | * **Organization of Main Ideas:** Connections between an expanded range ideas, processes or events are deeper and often implicit or subtle; organization may contain multiple pathways and may exhibit traits common to a specific discipline * **Text Features**: If used, greatly enhance the reader’s understanding of content * **Use of Graphics:** If used, essential integrated graphics, tables, charts, etc.; may occasionally be essential to understanding the text | * **Organization of Main Ideas:** Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential * **Text Features**: If used, enhance the reader’s understanding of content * **Use of Graphics:** If used, graphics mostly supplementary to understanding of the text, such as indexes, glossaries; graphs, pictures, tables, and charts directly support the text | * **Organization of Main Ideas:** Connections between ideas, processes or events are explicit and clear; organization of text is clear or chronological or easy to predict * **Text Features**: If used, help the reader navigate and understand content but are not essential * **Use of Graphics:** If used, simple graphics, unnecessary to understanding the text but directly support and assist in interpreting the written text |
| **LANGUAGE FEATURES** | * **Conventionality**: Dense and complex; contains abstract, ironic, and/or figurative language * **Vocabulary:** Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading * **Sentence Structure:** Mainly complex sentences often containing multiple concepts | * **Conventionality**: Complex; contains some abstract, ironic, and/or figurative language * **Vocabulary:** Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic * **Sentence Structure:** Many complex sentences with several subordinate phrases or clauses and transition words | * **Conventionality**: Largely explicit and easy to understand with some occasions for more complex meaning * **Vocabulary:** Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic * **Sentence Structure:** Simple and compound sentences, with some more complex constructions | * **Conventionality**: Explicit, literal, straightforward, easy to understand * **Vocabulary:** Contemporary, familiar, conversational language * **Sentence Structure:** Mainly simple sentences |
| **KNOWLEDGE DEMANDS** | * **Subject Matter Knowledge:** Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts * **Intertextuality:** Many references or allusions to other texts or outside ideas, theories, etc. | * **Subject Matter Knowledge:** Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding; range of recognizable ideas and challenging abstract concepts * **Intertextuality:** Some references or allusions to other texts or outside ideas, theories, etc. | * **Subject Matter Knowledge:** Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas      * **Intertextuality:** A few references or allusions to other texts or outside ideas, theories, etc. | * **Subject Matter Knowledge:** Everyday, practical knowledge; simple, concrete ideas * **Intertextuality:** No references or allusions to other texts, or outside ideas, theories, etc. |

**Text Complexity: Qualitative Measures Rubric**

**LITERARY TEXTS**

Text Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Text Author\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
|  | **Exceedingly Complex** | **Very Complex** | **Moderately Complex** | **Slightly Complex** |
| **MEANING** | * **Meaning:** Several levels and competing elements of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text | * **Meaning:** Several levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text | * **Meaning:** More than one level of meaning with levels clearly distinguished from each other; theme is clear but may be conveyed with some subtlety | * **Meaning:** One level of meaning; theme is obvious and revealed early in the text. |
| **TEXT STRUCTURE** | * **Organization:** Organization is intricate with regard to elements such as narrative viewpoint, time shifts, multiple characters, storylines and detail * **Use of Graphics:** If used, minimal illustrations that support the text | * **Organization:** Organization may include subplots, time shifts and more complex characters * **Use of Graphics:** If used, a few illustrations that support the text | * **Organization:** Organization may have two or more storylines and occasionally difficult to predict * **Use of Graphics:** If used, a range of illustrations that support selected parts of the text | * **Organization:** Organization of text is clear, chronological or easy to predict * **Use of Graphics:** If used, extensive illustrations that directly support and assist in interpreting the written text |
| **LANGUAGE FEATURES** | * **Conventionality**: Dense and complex; contains abstract, ironic, and/or figurative language * **Vocabulary:** Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading * **Sentence Structure:** Mainly complex sentences often containing multiple concepts | * **Conventionality**: Complex; contains some abstract, ironic, and/or figurative language * **Vocabulary:** Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic * **Sentence Structure:** Many complex sentences with several subordinate phrases or clauses and transition words | * **Conventionality**: Largely explicit and easy to understand with some occasions for more complex meaning * **Vocabulary:** Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic * **Sentence Structure:** Simple and compound sentences, with some more complex constructions | * **Conventionality**: Explicit, literal, straightforward, easy to understand * **Vocabulary:** Contemporary, familiar, conversational language * **Sentence Structure:** Mainly simple sentences |
| **KNOWLEDGE DEMANDS** | * **Life Experiences:** Explores complex, sophisticated themes; experiences are distinctly different from the common reader * **Intertextuality and Cultural Knowledge:** Many references or allusions to other texts or cultural elements | * **Life Experiences:** Explores themes of varying levels of complexity; experiences portrayed are uncommon to most readers * **Intertextuality and Cultural Knowledge:** Some references or allusions to other texts or cultural elements | * **Life Experiences:** Explores a single theme; experiences portrayed are common to many readers * **Intertextuality and Cultural Knowledge:** A few references or allusions to other texts or cultural elements | * **Life Experiences:** Explores a single theme; experiences portrayed are everyday and common to most readers * **Intertextuality and Cultural Knowledge:** No references or allusions to other texts or cultural elements |